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ABSTRACT

Policy and guidelines for teacher and administrator evaluation in the Washington County schools, Maryland, are contained in this paper. Part 1 discusses observation and evaluation of tenured and nontenured teachers including discussions of when, who schedules, and who evaluates. Part 2 examines evaluation of supervisors and administrators. Several blank forms concerned with observation and evaluation are included at the end. (Author/LD)

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EVALUATION MATERIALS

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EA 012 175

BOARD OF EDUCATION OF WASHINGTON COUNTY

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File: AFC
(Also GCN)

EVALUATION OF NON-TENURED TEACHERS, TENURED TEACHERS, SUPERVISORS, AND ADMINISTRATORS

In order to assure a high quality of teacher, supervisor and administrator performance and to improve the instructional programs in Washington County Public Schools, a continuous program of evaluation shall be established and regular reports shall be made to the Board of Education concerning the outcomes of these evaluations.

Non-tenured teachers shall be evaluated every year. The process shall include at least two observations and one evaluation during each semester of the school year.

Tenured teachers shall be evaluated at least every three years. The process shall include at least three observations and one evaluation.

Administrators and supervisors shall be evaluated at least every three years, except that administrators and supervisors in new positions shall be evaluated in both of the first two years in the position. (This provision does not apply to administrative and supervisory personnel who are transferred laterally in terms of salary and job function). The process shall include at least one evaluation and should be the result of the assessment of individual performance objectives.

All observations shall be conducted openly and with full knowledge of the person being evaluated. Each person being evaluated shall be given a copy of his/her observation and evaluation report, and shall have the opportunity to discuss them with the evaluator(s). After such discussions, the person being evaluated shall sign the reports, but recognizing that the signature does not necessarily indicate agreement with its contents. When there is disagreement, the person being evaluated may attach a statement to that effect to the report prior to its being filed.

Upon request, teachers, supervisors and administrators shall have the right to review the contents of their personnel file in the Central Office, excepting any confidential references. The review shall be made in the presence of the administrator responsible for the safekeeping of such files or his/her designee.

Policy adopted: August 2, 1977. Amended May 23, 1978
Board of Education of Washington County

File: GCN-R
(Also AFC-R)

PROCEDURES FOR EVALUATION OF PROFESSIONAL PERSONNEL

PART I
OBSERVATION AND EVALUATION OF TENURED AND NON-TENURED TEACHERS

The function of evaluation is to assist individual teachers in increasing the effectiveness of their teaching and thereby improve the instructional programs in Washington County Schools. The following guidelines and procedures are intended to implement the policy adopted by the Washington County Board of Education.

WHEN:

1. Non-tenured teachers are to be evaluated every year. Tenured teachers are to be evaluated at least once every three years.

2. Teachers not scheduled for evaluation in a given year may request an evaluation be conducted. Such requests will be submitted in writing to the Director of Curriculum and Supervision.

3. Additional evaluations can be made at the request of the person to be evaluated or the person(s) responsible for the evaluation. Such requests will be submitted in writing to the Director of Curriculum and Supervision.

4. For non-tenured teachers, observations and evaluations are to be conducted in each semester of the school year: at least two observations and an evaluation are to be completed by January 15; at least two more observations and a second evaluation are to be completed by April 30.

5. For tenured teachers, a minimum of three observations and one evaluation should be completed by at least two different people by April 30 in the scheduled evaluation year. Of the three observations, one should be in a semester different from the other two.

WHO SCHEDULES:

1. The Personnel Office shall develop a list of personnel scheduled for observation and evaluation by the beginning of each school year.

2. The calendar for evaluations shall be determined for the school year by the Division of Instruction.

3. The teachers who have been pre-selected for evaluation shall be notified prior to October 1 of the school year in which the evaluation is to occur. All teachers will receive copies of the appropriate evaluation and observation forms, policies, and procedures.

4. The Director of Curriculum and Supervision will determine the administrator who will do the evaluation of teachers who work in more than one school.

5. Central Office personnel shall notify the principal's office in advance of planned observations.

WHO EVALUATES:

1. Teachers will be evaluated by supervisors, principals, vice-principals, administrative assistants and/or other certified administrators.

2. For non-tenured teachers, of the two observations in each semester, one will be made by Central Office personnel and one by school administrative personnel.

3. For tenured teachers, one of the observations will be conducted by Central Office personnel and the other two observations will be conducted by school administrative personnel.

4. For both tenured and non-tenured teachers, all evaluations will be completed jointly by a school administrator and a Central Office person.

5. Problem situations should be brought to the attention of the Director of Curriculum and Supervision.

TEACHER OBSERVATION:

1. A pre-observation conference shall be an optional part of the process on the part of both the teacher and the observer.

2. The *Teacher Observation Form* will be completed by the observer for each formal classroom observation.

3. The use of the *Classroom Observation Worskheet* is optional. If used, it may or may not be made part of the record. If made part of the record, it must be signed by both the observer and the teacher and attached to the *Teacher Observation Form.*

4. The post-observation conference is required and will take place within a reasonable time after the observation, preferably not later than the next day.

5. If the *Additional Comments Form* is needed, it must be signed by both the teacher and the observer and attached to the *Teacher Observation Form.*

6. The teacher and the observer will sign the *Teacher Observation Form* and the teacher will be given a copy along with signed copies of any attachments.

7. Tenured teachers not selected for evaluation in a given year will be visited by a school administrator twice during the school year, once each semester. A list of the teachers visited and the dates of the visits will be submitted to the Director of Curriculum and Supervision at the end of each school semester.

TEACHER EVALUATION:

1. The *Teacher Evaluation Form* will be jointly completed by the evaluators and an evaluation conference will be held with the teacher by the school administrator prior to the end of each semester for non-tenured teachers, and prior to May 1 for tenured teachers.

2. If the *Additional Comments Form* is needed, it must be signed by the teacher and the evaluators and attached to the *Teacher Evaluation Form.*

3. The evaluation is an over-all evaluation of a teacher's performance and includes, when known, all work experience since the last evaluation.

4. A coordinated evaluation is required and will be recorded on the *Teacher Evaluation Form* by inserting "A" for the school administrator's assessment and "C" for the Central Office evaluator's assessment.

5. The teacher and the evaluators will sign the *Teacher Evaluation Form* and the teacher will be given a copy along with signed copies of any attachments.

6. It is the responsibility of the school administrator to collect all the documentation (white copies) that results from the evaluation process and forward to the Director of Curriculum and Supervision. For non-tenured teachers, the documentation will include two observations and one evaluation by the end of the first semester, and an additional two observations and one evaluation at the end of the second semester. For tenured teachers the documentation will include three observations and one evaluation at the end of the second semester.

7. Original copies of completed observation and evaluation forms and any attachments will become part of the teacher's file in the Personnel Office.

TEACHER SELF-EVALUATION:

1. Upon receipt of the observation and evaluation forms at the beginning of the year, each teacher is encouraged to evaluate his/her own performance and work toward needed improvement.

2. The self-evaluation is intended solely for the teacher's use.

FORMS:

1. Except for a modified *Teacher Observation Form* that will be used for Guidance Counselors, the *Teacher Observation Form* and the *Teacher Evaluation Form* will be used for everyone.

2. The evaluator will need to make appropriate adjustments in the explanations of the categories on the observation and evaluation forms required by some professional assignments such as secondary library/media specialists and diagnostic-prescriptive teachers.

3 . Copies of the forms to be used in the evaluation process are attached to these procedures.

PART II
EVALUATION OF SUPERVISORS AND ADMINISTRATORS

WHEN:

1. Supervisors and Administrators are to be evaluated at least once every three years. Additional evaluations can be made more frequently at the initiation of the person to be evaluated or the person(s) responsible for the evaluation.

2. The evaluation process is to be completed by June 30 in the year scheduled for evaluation.

WHO SCHEDULES:

1. The Deputy Superintendent for Instruction will develop a list of supervisors and administrators scheduled for evaluation by July 1 prior to the school year for scheduled evaluations.

2. Written notice will be given to the persons to be evaluated.

WHO EVALUATES:

1. Supervisors and administrators will be evaluated by other supervisors, administrators, peers, and/or others as determined by the Superintendent or the Deputy Superintendent for Instruction.

2. At least two different evaluators will be chosen, one by the Deputy Superintendent for Instruction and one by the person to be evaluated.

THE EVALUATIVE PROCESS:

1. Administrators or supervisors will draft for the school year, a set of objectives and refine them with the evaluator who is assigned by the Deputy Superintendent for Instruction.

   The objectives should be:

   a. Consistent with policies and priorities established by the Board of Education
   b. Measurable and specific
   c. Achievable by the individual rather than a group
   d. Achievable within time limits rather than continuous
   e. Realistic

2. Each evaluator shall receive a copy of the appraisal form and the objectives no less than one week in advance of each evaluation conference with an administrator or supervisor. The completed form indicating a combined appraisal is to be signed by each evaluator involved in the process.

3. A copy of the form and accompanying guidelines to be used in the appraisal process are attached to these procedures.

Policy adopted: August 2, 1977. Amended May 23, 1978
Board of Education of Washington County

GUIDANCE COUNSELOR OBSERVATION FORM

File: GCN-E
(Also AFC-E)

Board of Education of Washington County – Division of Instruction
Hagerstown, Maryland 21740

Name _____ ☐ Tenure ☐ Non-tenure
Last First Middle

School _____ Date of Observation _____

Counseling Assignment _____

	Satisfactory	Needs to Improve
A. PREPARATION:		
1. Clarity of Objectives	____	____
2. Evidence of Definite Plans for Guidance	____	____
3. Organization of the Guidance Program	____	____
4. Selection of Materials	____	____
B. PERFORMANCE:		
5. Individual Student Counseling	____	____
6. Objectives	____	____
7. Group Guidance	____	____
8. Assessment	____	____
9. Resources	____	____
10. Individual Differences	____	____
C. MANAGEMENT:		
11. Counselor-Student Rapport	____	____
12. Discipline	____	____
13. Routine Guidance Procedures	____	____
14. Physical Environment	____	____
D. EVALUATION:		
15. Variety of Evaluation Procedures	____	____
16. Use of Evaluation to Improve Guidance Programs	____	____

ELABORATION: (The "Elaboration" section is intended to include commendations and specific suggestions for improvement. The "Elaboration" space may also be used to indicate and explain any unsatisfactory rating.)

_____ _____
*Signature of Counselor Signature of Observer

_____ _____
Date of Conference Title of Observer

*Indicates receipt of copy only.

Approved: 5/23/78

White – Central Office Yellow – School Pink – Teacher

EXPLANATIONS OF OBSERVATION CATEGORIES

A. PREPARATION

1. *Clarity of Objectives.* The guidance objectives are clear and appropriate. They take into consideration individual differences of the school's population.
2. *Evidence of Definite Plans for Guidance.* An annual plan of the counselor's own design, including the county objectives, is available for review upon request of the evaluator.
3. *Organization of the Guidance Program.* The counselor organizes and manages his/her time to include planning for delivery of effective guidance services.
4. *Selection of Materials.* The specific guidance materials and human resources used are clearly related to the objectives, and support the school and county goals and programs.

B. PERFORMANCE

5. *Individual Student Counseling.* The counselor demonstrates understanding and concern for the student through the use of appropriate counseling techniques, effective closure, clarification of objectives, and plans for necessary follow-up.
6. *Objectives.* The counselor manages time and effort to effectively accomplish county and personal objectives annually.
7. *Group Guidance.* Group guidance includes effective group counseling when appropriate, scheduling, test interpretation, etc.
8. *Assessment.* Assessment includes effective skills in the selection, utlization, and interpretation of individual and/or group assessment instruments.
9. *Resources.* The counselor is involved in the selection of adequate and effective internal and external resource personnel and agencies to provide needed teacher and student services.
10. *Individual Differences.* The counselor participates effectively in the A.R.D. process, communicates with parents and teachers in solving student problems, interprets needed and necessary changes to faculty and administrative personnel, and assists with the planning and delivery of the school's instructional program.

C. MANAGEMENT

11. *Counselor-Student Rapport.* The counselor maintains an atmosphere conducive to guidance and counseling.
12. *Discipline.* The counselor encourages student conformity to appropriate rules of conduct and behavior.
13. *Routine Guidance Procedures.* Routine guidance procedures are consistent, efficient and effective.
14. *Physical Environment.* Within the specific circumstances and limitations of the guidance facility, the counselor maintains and promotes a physical environment appropriate and conducive to the counseling process.

D. EVALUATION

15. *Variety of Evaluation Procedures.* The counselor selects and uses a variety of procedures, both formal and informal, to evaluate effective counseling and general guidance program.
16. *Use of Evaluation to Improve the Guidance Program.* Evaluation procedures are used to facilitate the effectiveness and appropriateness of the counselor's role in the total guidance program.

Notes:

1. Any item not marked indicates that the item was not applicable to the activity.
2. If the "Elaboration" space proves insufficient, use and attach the **Additional Comments** form.

TEACHER OBSERVATION FORM

File: GCN-E
(Also AFC-E)

Board of Education of Washington County – Division of Instruction
Hagerstown, Maryland 21740

Name _____ ☐ Tenure ☐ Non-tenure
Last First Middle

School _____ Date of Observation _____

Teaching Assignment _____

	Satisfactory	Needs to Improve
A. PREPARATION		
1. Clarity of Objectives	____	____
2. Evidence of Definite Plans for Lesson	____	____
3. Organization of the Lesson	____	____
4. Selection of Content	____	____
5. Selection of Materials	____	____
B. PERFORMANCE:		
6. Beginning the Lesson	____	____
7. Clarity of Presentation	____	____
8. Pacing of the Lesson	____	____
9. Provision for Different Ability Levels	____	____
10. Pupil Participation and Attention	____	____
11. Ending the Lesson	____	____
C. MANAGEMENT:		
12. Teacher-Student Rapport	____	____
13. Control and Discipline	____	____
14. Routine Class Procedures	____	____
15. Physical Environment	____	____
D. EVALUATION:		
16. Variety of Evaluation Procedures	____	____
17. Use of Evaluation to Improve Teaching and Learning	____	____

ELABORATION: (The "Elaboration" section is intended to include commendations and specific suggestions for improvement. The "Elaboration" space may also be used to indicate and explain any unsatisfactory rating.)

_____ _____
*Signature of Teacher Signature of Observer

_____ _____
Date of Conference Title of Observer

*Indicates receipt of copy only.

Approved: 5/23/78

White – Central Office Yellow – School Pink – Teacher

EXPLANATIONS OF OBSERVATION CATEGORIES

A. PREPARATION

1. *Clarity of Objectives.* The objectives of the lesson are clear and appropriate. They are neither too easy nor too difficult for the students and take into consideration individual differences.
2. *Evidence of Definite Plans for Lesson.* A lesson plan of the teacher's own design is available.
3. *Organization of the Lesson.* The individual parts of the lesson are clearly related to each other in an appropriate way. The total organization facilitates what is to be learned.
4. *Selection of Content.* The content is directly related to the objectives of the lesson and the level of the students. The selection of content supports school and county instructional goals and programs.
5. *Selection of Materials.* The specific instructional materials and human resources used are clearly related to the content of the lesson, complement the selected method of instruction, and support school and county instructional goals and programs.

B. PERFORMANCE

6. *Beginning the Lesson.* The lesson begins promptly and the students direct themselves to the tasks to be accomplished. The objectives of the lesson are clearly explained and related to prior instruction when applicable.
7. *Clarity of Presentation.* Verbal and non-verbal student feedback indicate that the content of the lesson is understandable to the students. Different points of view and specific illustrations are used when appropriate. The vocabulary used by the teacher is suitable to the students being taught.
8. *Pacing of the Lesson.* The movement from one part of the lesson to the next is governed by the student's achievement. The teacher "stays with the class" and adjusts the tempo accordingly. The lesson development is an orderly process.
9. *Provision for Different Ability Levels.* A variety of teaching methods and materials provide for students'individual differences.
10. *Student Participation and Attention.* The students are on task. Teacher/student interaction is appropriate and relates to the lesson.
11. *Ending the Lesson.* There is a deliberate attempt to tie together the planned and chance events of the lesson and relate them to the immediate and long-range instructional objectives. Assignments are clearly stated, meaningful, and appropriate.

C. MANAGEMENT

12. *Teacher-Student Rapport.* The teacher maintains an atmosphere conducive to learning.
13. *Control and Discipline.* The teacher maintains student conformity to appropriate rules of conduct and behavior.
14. *Routine Class Procedures.* Routine class procedures are consistent, fair, and efficient.
15. *Physical Environment.* Within the specific circumstances and limitations of the teaching assignment the teacher maintains and promotes a physical environment appropriate and conducive to the teaching process.

D. EVALUATION

16. *Variety of Evaluation Procedures.* The teacher selects and uses an adequate variety of procedures, both formal and informal, to evaluate progress.
17. *Use of Evaluation to Improve Teaching and Learning.* The results of evaluation are carefully reviewed by teacher and students for the purpose of improving teaching and learning. Student evaluation is adjusted to student's individual differences.

Notes:

1. Any item not marked indicates that the item was not applicable to the lesson observed.
2. If the "Elaboration" space proves insufficient, use and attach the **Additional Comments** forms.

File: GCN-E
(Also AFC-E)

TEACHER EVALUATION FORM

Board of Education of Washington County – Division of Instruction
Hagerstown, Maryland 21740

Name _____ ☑ Tenure ☐ Non-tenure
Last First Middle

School _____ Date of Evaluation _____

Teaching Assignment _____

	Satisfactory	Needs to Improve	Unsatisfactory
I. PROFESSIONAL RESPONSIBILITIES:			
A. Professional Growth	____	____	____
B. Dependability	____	____	____
C. Responsibility	____	____	____
II. TEACHING COMPETENCIES:			
A. Preparation	____	____	____
B. Performance	____	____	____
C. Management	____	____	____
D. Evaluation	____	____	____
III. PROFESSIONAL RELATIONSHIPS:			
A. Staff	____	____	____
B. Students	____	____	____
C. Parents	____	____	____
D. Community	____	____	____

ELABORATION: (The "Elaboration" section is intended to include commendations and specific suggestions for improvement. The "Elaboration" space may also be used to indicate and explain any unsatisfactory rating.)

_____
Signature of Evaluator – Title

_____
Signature of Evaluator – Title

_____
*Signature of Teacher

Recommendations:

☐ Continued employment
☐ Second class certificate
☐ Termination

_____
Date of Conference

*Indicates receipt of copy only.

Approved: 5/23/78

White – Central Office Yellow – School Pink – Teacher

EXPLANATIONS OF EVALUATION CATEGORIES

I. PROFESSIONAL RESPONSIBILITIES

A. *Professional Growth*. The teacher makes an effort to be knowledgeable about current thinking, trends, and practices in education. The teacher is willing to try new ideas and different teaching techniques. The teacher is resourceful and creative in the use of instructional materials.

B. *Dependability*. The teacher is a helpful and dependable member of the school staff. The teacher follows through on assigned tasks. The teacher is punctual. Deadlines for reports, recording data, etc. are observed.

C. *Responsibility*. The teacher's concern extends beyond assigned courses and students. The teacher is a part of the total school endeavor and actively cooperates with other teachers, students, and administrators to bring about the success of the program. The teacher exhibits a professional responsibility for the physical and material resources that support the instructional program.

II. TEACHING COMPETENCIES

A. *Preparation*. Preparation includes clarity of objectives, evidence of definite plans for lessons, organization of lessons, selection of content, and selection of materials, as explained on the Teacher Observation Form.

B. *Performance*. Performance includes the beginning of lessons, clarity of presentations, pacing of lessons, provisions for different ability levels, student participation and attention, and endings of lessons, as explained on the Teacher Observation Form.

C. *Management*. Management includes teacher/student rapport, control and disicipline, routine class procedures, and physical environment, as explained on the Teacher Observation Form.

D. *Evaluation*. Evaluation includes varieties of evaluation procedures and the use of evaluation to improve teaching and learning, as explained on the Teacher Observation Form.

III. PROFESSIONAL RELATIONSHIPS

A. *Staff*. The teacher is respectful and considerate of his colleagues and maintains a positive relationship with all school personnel.

B. *Students*. The teacher maintains a supportive and positive relationship with students. The teacher is ethical in all relationships with students, and respects the confidentiality of student information.

C. *Parents*. Teacher/parent relationships include rapport with parents, availablity for conferences, and tact in communication.

D. *Community*. The teacher understands the particular community context in which he works and helps to translate the purposes of the school's program to the community.

Notes:

1. Any item not marked indicates that the item was not applicable to the evaluation.
2. If the "Elaboration" space proves insufficient, use and attach the **Additional Comments** forms.

File: GCN-E
(Also AFC-E)

*CLASSROOM OBSERVATION WORKSHEET

Board of Education of Washington County – Division of Instruction
Hagerstown, Maryland 21740

Teacher _____ School _____ Date _____

Subject _____ Topic _____

Class Size _____ Period No. _____ Room No. _____

*Refer to the Administrative Procedures regarding the use of this form.

INSTRUCTIONAL SEQUENCE	COMMENDATIONS	POINTS FOR DISCUSSION

TEACHER REQUESTS:

SUGGESTIONS FOR THE TEACHER:

_____ Signature of Teacher (receipt of copy only)

_____ Signature of Observer – Title

_____ Date of Conference

Approved: 5/23/78

White – Central Office Yellow – School Pink – Teacher

ADDITIONAL COMMENTS FOR OBSERVATION/EVALUATION FORMS

File: GCN-E
(Also AFC-E)

Board of Education of Washington County – Division of Instruction
Hagerstown, Maryland 21740

Name _____ ☐ Tenure ☐ Non-tenure
Last First Middle

School _____ Date of Observation _____

Teaching Assignment _____

This page is to be used *only* when additional space is required for comments on the observation or the evaluation form. If used, it must be attached to the appropriate form. Key comments, if suitable, to categories on the forms.

_____ _____
*Signature of Teacher Signature of Observer/Evaluator – Title

_____ _____
Date of Conference Signature of Observer/Evaluator – Title

*Indicates receipt of copy only.

Approved: 5/23/78

White – Central Office Yellow – School Pink – Teacher